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ABSTRACT

To determine whether teachers would progress to higher adoption levels of a new concept by means of group study, and to ascertain whether their students would develop improved programs of learning opportunities through supervised practice, a study was conducted involving the nine school administrators and 11 teachers of agriculture employed within Moore and Montgomery Counties in North Carolina. It was concluded that: (1) All teachers improved their ability to develop appropriate supervised practice for their students, (2) All teachers progressed to the trial stage of the adoption level in acceptance of the new concept of supervised practice, (3) There is need to develop an experimental program designed to measure the effect upon students of a comprehensive plan of teaching activities focusing on developing students' supervised practice programs, (4) Additional evidence is needed to determine whether the increased emphasis and the additional materials on supervised practice will in actuality produce an important increase in students' supervised practice activities, and (5) The area of supervised practice for off-farm agriculture should receive more concentrated attention in another similar pilot study. The new concept was based on "Improving Supervised Practice in Vocational Agriculture," (ED 013 904). (DM)

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IMPLEMENTING A NEW CONCEPT OF SUPERVISED PRACTICE IN VOCATIONAL AGRICULTURE

A Pilot Study in Two North Carolina Counties

TEXTON R. MILLER

1967

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Texton R. Miller

1967

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FOREWORD

The North Carolina Research Coordinating Unit in Occupational Education is pleased to have the opportunity of disseminating this report of a study recently completed in the Agricultural Education Department, School of Education, North Carolina State University, Raleigh, North Carolina.

This publication and others to follow are a result of the partial fulfillment of the commitment of the North Carolina Research Coordinating Unit to:

(a) Stimulate research in occupational education.

(b) Identify problems for research.

(c) Develop a system by which national, state, and local data may be organized and made available.

(d) Maintain communication between people who are working in occupational education and research workers.

(e) Assist in conducting training programs on activities involved in the research-action continuum.

(f) Provide consultant services in state, local and area research developmental activities.

Joe R. Clary
Director

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INTRODUCTION AND OVERVIEW

During the past year teachers of agriculture in Moore and Montgomery Counties participated in a pilot program for the purpose of improving their ability to develop appropriate supervised practice for their high school students in vocational agriculture.

BACKGROUND

This project was envisioned by the project coordinators as the third stage in a developmental approach to improving the work-study experiences obtained by high school students from their vocational agriculture courses. The first stage was initiated when the state joint-staff in agricultural education determined to provide additional emphasis upon developing a concept of supervised practice which would be in consonance with modern agricultural occupations. This resulted in the publication of Improving Supervised Practice in Vocational Agriculture,[1] a guide for teachers and administrators.

The second stage culminated in a state-wide study of teacher adoption of the new concept.[2] This research revealed that two-thirds of the teachers were in the "evaluation" stage of adopting the new

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[1] Improving Supervised Practice in Vocational Agriculture, State Department of Public Instruction, Raleigh, North Carolina, No. 361, 1963.

[2] Miller, Texton R., Teacher Adoption of a New Concept of Supervised Practice in Agriculture, Ed. Research Series, No. 4, 1965, Department of Agricultural Education, N. C. State University, Raleigh, North Carolina.

concept while only 17 percent had reached the "trial" or "adoption" levels. Sociologists have found that mass media are relatively ineffective means of communication for persons in the "evaluation stage". Conversely, one of the most effective approaches for helping persons move through the "evaluation" stage to the higher levels of "trial" and "adoption" is that of study-groups,[3] such as a pilot-program framework would provide.

GOALS AND OBJECTIVES

The principal goal in this project was two-fold: (1) To determine whether teachers would progress to higher adoption levels of the new concept by means of the group study, and (2) to ascertain whether their students would develop improved programs of learning opportunities through supervised practice.

The specific objectives of the project were seen as follows:

- To identify the problems of implementation as perceived by teachers.
- To develop plans and materials to help teachers to attack their problems.
- To gain some measure of the importance of the new concept for improving student learning experiences in agriculture.
- To determine the effectiveness of the group process for helping teachers implement the new concept of supervised practice.

THE BEGINNING OF THE PROJECT

The opportunity to initiate this pilot program arose naturally during a regular district inservice meeting directed by Earl M. Price,

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[3]North Central Regional Publication No. 1, Agricultural Extension Service, How Farm People Accept New Ideas, Special Report No. 15, Iowa State College, Ames, Iowa, November, 1955

Assistant State Supervisor in Vocational Agriculture. This writer was serving as consultant to the teacher group which had chosen "supervised practice" for the meeting topic. The group responded readily to a suggestion for a second meeting which resulted in the teachers' decision to participate in a group study in depth on the subject of supervised practice. A total of eleven meetings were held during the period of March, 1966 thru June 6, 1967.

All but one of the meetings were held at the vo ag departments within the two counties. For convenience, one was held at the University during the 1966 State-Wide Conference of Teachers of Agriculture. Most of the meetings were scheduled for a two-hour, late afternoon session; but there were three half-day work sessions at times when regular high school classes were not in operation.

Earl M. Price and T. R. Miller operated as a team to give guidance and provide resource materials for the pilot program. Mr. Price was responsible for gaining approval of local and county school administrators and found enthusiastic support for the project. Of course, the state supervisory staff and the faculty of the Department of Agricultural Education at N. C. State University also were strongly committed to the Pilot Program, as demonstrated by the freedom of time allotted to the two staff members to work with the pilot program over a period of fifteen months.

EVALUATION CRITERIA

At the first meeting of the study group it was recognized by the teachers and project leaders that provisions would need to be made for

some form of evaluation. The following benchmarks were established at the beginning to provide some objective measures of progress when checked at the conclusion of the project:

(1) Teacher adoption-level of the new supervised practice concept.
(2) Teacher viewpoints of vocational education.
(3) Teacher perceptions of principals' views on vocational education.
(4) Home opportunities for supervised practice for one class of students.
(5) Teaching practices related to supervised practice.
(6) Supervised practice programs of one class of students.
(7) The usual independent variables of age, experience, size of school, and school facilities for supervised practice.

Near the conclusion of the project, a special instrument was developed to gather teachers' perceptions of their progress on the following factors: (1) the project objectives, (2) a teaching unit on supervised practice, (3) student reading materials on supervised practice, (4) the amount of time devoted to teaching supervised practice, and (5) ideas for improving future pilot programs.

THE PILOT STUDY GROUP

The pilot study group involved two superintendents and one assistant superintendent of public schools, six school principals, and eleven teachers of agriculture, all of whom were employed within the two counties of Moore and Montgomery in the south-central portion of the state. Some data in this study are limited to the nine teachers of agriculture who both started and finished the program. The tenth teacher position was shared by two teachers, the first of whom moved

from his school shortly after the project began. The second teacher joined about the mid-point of the project and after beginning benchmarks had been gathered, but became a valuable member of the group.

INSTRUMENTS

Evaluation should be made in relation to the objective established. This is an accepted axiom of evaluation theory. The objectives of this pilot program were related to (1) the progress that teachers would make and (2) the improvements that their students would make in developing more adequate supervised practice programs. Several instruments to aid in this evaluation were drawn from the state-wide research study by Miller.[4] One instrument was used to indicate the level of teacher acceptance of the new concept of supervised practice at the beginning and end of the project. Similarly, before and after benchmarks were obtained for (1) teacher attitudes toward vocational education (2) teacher perception of principals' viewpoints toward vocational education, and (3) teacher adoption of a list of teaching practices. In addition, the "General Evaluation" survey form was developed expressly for this project.

MEASURING THE NEW CONCEPT

Three key aspects of the new concept were expressed in the form of behavioral statements to secure a measure of policy action rather than only philosophical acceptance. The basic questions asked of teachers

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[4] T. R. Miller, op. cit., p. 4.

were: (1) May your students select their supervised practice activities from the broad field of agriculture rather than only from production agriculture? (2) Are your students provided opportunities for supervised practice at the school? (3) Are your students provided opportunities for supervised practice in each major learning area of the curriculum?

ADOPTION PROCESS THEORY

Adoption-process theory was the basis for the design of the two instruments used for measuring teacher adoption level of the new concept and for assessing the acceptance of selected teaching practices. Recognized authorities contend that adoption of any practice is a process with identifiable stages generally classified as (1) awareness, (2) interest, (3) evaluation, (4) trial, (5) adoption. This theory is important because researchers such as Beal, Bohlen, and others have shown that the effectiveness of various communication media and change-agents varies with the stage of adoption of the practice by the recipient.[5] Knowledge of the level of adoption may assist change-agents in selecting the most appropriate means to encourage adoption of practices.

The above adoption-level stages were incorporated into the following seven-point scale which was used to identify the level of acceptance that teachers had reached for each of the three elements of the new concept.

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[5] How Farm People Accept New Ideas, op. cit.

Explanations of Scale

Score No. "1" This is new to me; I hadn't heard of it before.

Score No. "2" I've heard or read of this; but hadn't given it much thought.

Score No. "3" I am considering this idea; but haven't reached any conclusion on its value.

Score No. "4" I doubt that this practice would be of much value in my situation.

Score No. "5" This idea looks promising; but I haven't tried it yet.

Score No. "6" I am giving this a trial now on a temporary basis.

Score No. "7" I am using this regularly now.

It will be noted that scores "one" and "two" relate to awareness of the concept element under consideration, score "three" is equivalent to the "interest" stage, and scores "four" and "five" indicate that "evaluation" (either unfavorable or favorable) has been undertaken. A score of "six" locates a teacher in the "trial" stage of adoption, and a mark of "seven" denotes teacher adoption of the practice or policy. The teachers expressed no difficulty in utilizing this scale with its explanatory statements.

The above scale and statements were also used by the teacher to indicate their level of adoption of thirty-four selected teacher practices or procedures which constituted one of the benchmarks for assessing teacher progress. Teachers were able to utilize this scale without apparent difficulty in interpreting the statements or in applying them to their perceived level of adoption of practice or principle.

TREATMENT OF DATA

No attempt was made to analyze the data statistically because of the developmental nature of the project and the small numbers involved. The project was seen more as an effort to develop a hypothesis than to test a proposition with an experimental design. Nevertheless, it was feasible to gather some benchmarks at the start and the conclusion of the project to indicate whether changes had occurred during the project. These indicators were expected to be helpful in determining the feasibility of initiating an experimental project.

ATTENDANCE

The pilot program was established with the assumption that attendance would be a crucial criteria for the length of the project. But the attendance was perfect except for two occasions when single absences were recorded for reasons of a physical mishap and a professional duty, respectively. It was obvious that the participants exhibited a high degree of interest and loyalty to the project.

PRESENTATION OF DATA

ADOPTION-LEVEL SCORES

Table 1 indicates that the pilot group began their study with an acceptance level of the new supervised practice concept that was essentially the same as the mean score found for teachers of agriculture in a recent state-wide study.[6] But the pilot group indicated a remarkable

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[6] T. R. Miller, op. cit., p. 7.

increase in adoption level by its mean score of 18.7 compiled at the close of the project. Inspection of the individual scores indicated

Table 1. Comparison of Teacher Adoption-Level Scores on Implementing a New Concept of Supervised Practice Before and After Pilot Program and with a State-Wide Mean Score - 1966-1967

State-wide Mean score	Pilot-Group Pre-test Mean score	Pilot-Group Post-test Mean score
14.6*	14.5	18.7**

*See Appendix A for Frequency Distribution of Combined Scores of Teacher Adoption Levels on Three Aspects of New Concept.
**Score Values: 21-Adoption; 18-20-In trial; 12-17-Evaluation stages.

that all in the project group, including one who joined for the last quarter of the project, had moved to at least the "trial" stage of adoption.

VIEWPOINTS TOWARD VOCATIONAL EDUCATION

A second benchmark established at the beginning of the pilot program was teacher viewpoints toward vocational education. Since recent state-wide data were available on these viewpoints,[7] a comparison with the pilot group would indicate the representativeness of the pilot group. The second reason for the benchmark was to reveal changes in viewpoints during the pilot program.

[7]T. R. Miller, "Teacher Perception of Principals' Views on Vocational Education", Research Series in Occupational Education No. 1, School of Education, North Carolina State University, Raleigh.

Table 2 shows that viewpoints of the pilot group were comparable to the viewpoints of North Carolina teachers as indicated by Miller's study.[8] In these data, the lower scores are more favorable to vocational education; and the overall mean-score for the pilot group was only slightly more favorable to vocational education than the state average. However, the pilot group did exhibit a greater difference on viewpoints related to supervised practice, 17.7 versus 21.6 for the State (the lower score being more favorable to supervised practice).

Table 2. Comparison of Teacher Viewpoints on Three Aspects of Vocational Education Before and After Pilot Study and with a State-Wide Mean Score - 1966-1967

Aspect	Perfect Score	State-wide Mean Score	Pilot Group Pre-test Mean Scores	Pilot Group Post-test Mean Score
Toward Vo Ed	12	20.6	22.6	19.0
Toward Vo Ag	11	20.6	21.0	16.7
Toward Supervised Practice	11	21.6	17.7	16.7
Overall Score	34	62.9*	61.3	52.4

*Test Score Possible Range: 34-170, with low score representing most favorable viewpoint.

[8] Ibid., p. 6

Since one inservice meeting on supervised practice had already been held prior to the pre-test, one might expect a more favorable score on supervised practice based on possible initial interest leading to the choice of supervised practice as a topic and possible increased understanding and appreciation gained from their inservice meeting.

The data in Table 2 also show "gain" (lower scores mean higher values) during the project in appreciation of vocational education on all three aspects measured. The pilot group ended their study with scores indicative of higher values for vocational agriculture, supervised practice, and vocational education in general.

TEACHING PRACTICES

A third benchmark established at the start of the pilot program was a score on teaching practices in the area of supervised practice. Again an instrument used in Miller's state-wide study was utilized. The instrument used contained 28 practices which were scored from one to seven each using the adoption level scale previously explained.

Table 3 indicates that the pilot study group began with a slightly higher score on teaching practices than the mean-score of teachers in the state-wide study, 146.0 to 141.4, with a maximum possible score of 196. The post-project score indicated considerable gain by the pilot group, from 146 to 160 points. Converting the data to percentages, the pilot study shows a final score of 82 per cent compared to a beginning score of 74 per cent, or a gain of approximately eight per cent.

Table 3. Comparison of Teacher Acceptance of 28 Selected Teaching Practices Before and After Pilot Program and with a State-Wide Mean Score - 1966-1967

	Mean Score	Percentage
State-Wide*	141	72
Pilot Group		
Pre-test	146	74
Post-test	160	82
Difference	+14	+8
Total Possible	196	100.0

*T. R. Miller, op. cit.

HOME SITUATIONS

The home opportunities of students for supervised practice may be assumed to be a factor in the development of appropriate supervised practice programs by the students. Almost identical scores were compiled for students of teachers in the pilot study as were found for students of teachers in the state-wide study. See Table 4 for this comparison.

THE GENERAL EVALUATION

The general evaluation form was developed to provide more specific evidence of teacher viewpoints and accomplishments at the close of the pilot study.

Table 5 shows teacher reaction to accomplishment of project contributory objectives. It can be seen that the development of greater

knowledge, appreciation, and understanding of supervised practice was highly rated by the teachers. Each of these were given an average score of "very good" or better. In addition, under item six of the questionnaire (see Appendix B) pertaining to the best things growing out of the pilot study, all ten participants mentioned items related to receiving a better understanding of supervised practice. (See page 14)

Table 4. Comparison of Home Opportunities for Supervised Practice Between Pilot Program Students and North Carolina Students

Perfect Score	1963 State-Wide Mean Score*	1966 Pilot Group Mean Score
1.00**	1.88	1.87

*T. R. Miller, Ibid.

**Scale Used: 1.00 "good" opportunities at home as rated by the teacher
2.00 "average" opportunities at home
3.00 "poor" opportunities

Teachers also valued highly the development of a unit of instruction on supervised practice, giving it a 4.4 mean score out of a possible 5.0. Early in the project, it was determined that teachers needed a better teaching guide for classroom instruction on supervised practice. A major emphasis was given to the production of such a teaching unit and each teacher developed a personalized unit based upon four

major questions approved by the group. These units included sub-questions, student learning activities, and resources to be used. Each teacher tested his unit with his classes during the fall of 1966. It was from this experience that the teachers evaluated item No. 2 in Table 5.

Table 5. Closing Evaluation of Project Contributory Objectives by the Ten Teacher Participants, N. C., 1967

Contributory Objectives	Teacher Rating Ave. Score*
1. To develop a greater:	
a. Appreciation of Supervised Practice	4.4
b. Knowledge of Supervised Practice	4.5
c. Understanding of Supervised Practice	4.0
d. Ability to teach S. P. Unit	3.9
e. Ability to provide S. P. at School	3.0
f. Ability to place students in off-farm Agricultural Occupations	3.0
g. Ability to provide Exploratory Experiences	4.1
2. To have an appropriate Teaching Unit on Supervised Practice	4.4
3. To develop reading materials suitable	
a. for students	4.1
b. for parents	3.8
c. for other school personnel	3.7

*Scoring: Five points for "excellent", 4=very good, 3=good, 2=fair, 1=not so good.

TEACHING MATERIALS

Teachers were asked to rate their progress on the development of reading material on supervised practice suitable for students, parents, and other school personnel. These teachers had an opportunity to study, discuss, and make changes and additions to the preliminary draft of a booklet entitled - Supervised Practice in Vocational Agriculture -- A Handbook for Students. Because of the encouragement and support of these pilot program participants, the above handbook was developed by the writer and will be available in published form by August 1, 1967. It was from this basis of activity that teachers rated their work on developing reading material. They rated the handbook "very good" for students and almost this good for parents and other school personnel. Probably a more valid measure of the teacher's value of the handbook may be made in terms of the number who will actually secure copies for use by their students.

Further evidence of the "behavioral" type is shown by the average number of class hours teachers devoted to systematic group instruction on supervised practice. The pilot group reported an average of 20.9 hours, as shown in Table 6. This may be assumed to be much more time than most teachers usually devote to class instruction on supervised practice.

An increase in class time devoted to individualized instruction was also clearly indicated. Table 6 shows that teachers generally increased student opportunity for individual work on supervised practice from once per semester to once each six weeks. (See page 16)

Table 6. Some Objective Measures of Teacher Accomplishments During Pilot Program, N. C., 1966-1967

Item	Measure
1. Average number of class hours devoted to group instruction on supervised practice	20.9
2. Number of teachers providing class time for student individual work on supervised practice	

Frequency	Number of Teachers 1965-66	Number of Teachers 1966-67
a. Once/six weeks	1	7
b. Once/semester	7	2
c. Once/year	2	0
d. Other (Twice/six weeks)	0	1
Total	10	10

3. Average number off-farm agricultural businesses contacted concerning work experience placements for students	4.5
4. Average number of students with completed survey of home supervised practice opportunities	23.6

SUPERVISED PRACTICE FOR OFF-FARM AGRICULTURAL OCCUPATIONS

It was envisioned in the beginning that the teachers would desire to spend more time and effort on supervised practice for the off-farm agricultural occupations. Although the teachers made surveys of supervised practice opportunities on the homes of their students (an average of 23.6 surveys per teacher) and interviewed on the average 4.5 off-farm agricultural businesses to determine work experience opportunities for students, a concerted teacher interest in this area did not seem

to develop. It may be speculated that the available interest and effort of the teachers was too deeply involved in gaining an understanding of the new concept and developing their teaching units to encourage any other work in depth.

It would seem that this area of supervised practice for off-farm agriculture should receive more concentrated attention, perhaps by a pilot group such as this one. Certainly it is the newest area of supervised practice - development, and many teacher problems must still exist. In addition, there are available materials appropriate for a pilot study.

Although it is very doubtful that any pilot program could not be improved in content or process, it is to the credit of the project that only one change in either of these phases was proposed in the open-ended question on the survey form. This suggested that school administrators be added to the pilot study group.

STUDENT PROGRESS

A satisfactory method of measuring student progress in the supervised practice program was not found. In the beginning, the idea was proposed to assess the supervised practice on one class for each teacher with the thought of making a second evaluation a year later. However, this method fails to allow for the "student maturity" factor, i.e., students might make improvements in supervised practice due to the fact that they had matured and had been able to work on their plans

for a year. Since this project was not intended or designed as an experimental project, it was decided that any data gathered on this point would be as a matter of interest only.

One observation should be made in relation to changes in students' supervised practice programs. Each teacher made a trial of their new teaching unit on supervised practice with one class of their sophomore students. Records of the "before" and "after" supervised practice programs of these students were made available. By inspection, it was noted that although there was no appreciable change evident in the supervised farming aspect at the conclusion of the project, there was a definite increase in the number of students planning "work experience" in an off-farm agricultural business. Even this evidence may not present an accurate picture because normally a student has one year in which to complete his official records, and these records were made six months ahead of the usual time.

SUMMARY AND CONCLUSIONS

All of the teachers of agriculture in Moore and Montgomery Counties engaged in a pilot study over a period of fifteen months to improve their ability to develop appropriate supervised practice for their high school students of vocational agriculture.

There was ample evidence to indicate that the teachers made important gains in their knowledge, understanding and appreciation of supervised practice. The teachers were able to develop and put into operation a teaching unit on supervised practice. All of the teachers

progressed to the "trial stage" of adoption level in acceptance of the new concept of supervised practice. They made considerable gains in adopting teaching practices constituting a recommended yearly pattern of activities pertaining to supervised practice. They were strongly instrumental in the development of a needed student handbook on supervised practice. Thus there is evidence that teachers were able to make decided changes in their teaching behavior, as well as their understanding and appreciation of supervised practice.

Additional evidence is needed to determine whether the increased teacher emphasis and the additional materials on supervised practice which developed during this project will in actuality produce an important increase in the supervised practice activities of students subjected to such an expanded teaching program. It may be concluded from the high evaluation placed by the teachers upon the activities of this project that similar study groups would be welcomed by other groups of teachers.

It may also be concluded that there is a need to develop an experimental program designed to measure the effect upon students of a comprehensive plan of teaching activities focused on developing student supervised practice programs. Such a study should encompass at least two years and make provision for a "control" group of students.

There are other values of this pilot program which appear to the writer to be very important, but at best are only judgments by one person. The technique of a two-man team, one from supervision and one from teacher education appeared to be an effective coordinating unit.

The supervisor brought to the project a degree of official sanction which seemed to provide a helpful degree of security for teachers who were expecting to divert some of their professional time from other duties. The teacher educator brought the resources of the college with its professionals and materials in education, psychology, sociology, and research to bear upon the problem situation. For this particular project, the writer feels this kind of a team was effective.

APPENDIX A

Frequency Distribution of Combined Scores of Teacher Adoption Levels on Three Aspects of the New Supervised Practice Concept

1963

Score Value and Title of Concept Level	Range of Combined Scores	F	Per Cent	Cumulative Frequency F	Cumulative Frequency Per Cent
7-Adopted	21	5	10.6	5	10.6
6-In Trial	18-20	3	6.4	8	17.0
5-Evaluation-Favorable	15-17	15	31.9	23	48.9
4-Evaluation-Unfavorable	12-14	15	31.9	38	80.8
3-Interested Stage	10-11	9	19.2	47	100.0
2-Awareness	-----	--	----	--	-----
1-Unaware	-----	--	----	--	-----
Totals		47	100		

X = 14.6 S.D. = 3.1

APPENDIX B

General Evaluation
Pilot Program
June 7, 1967

Scale: 5 = excellent 3 = good 1 = not so good
4 = very good 2 = fair

I. How well did we meet the following project objectives?

1. To develop a greater

a)	appreciation of supervised practice	5 4 3 2 1
b)	knowledge of supervised practice	5 4 3 2 1
c)	understanding of supervised practice	5 4 3 2 1
d)	ability to teach a unit on supervised practice	5 4 3 2 1
e)	ability to provide supervised practice at the school	5 4 3 2 1
f)	ability to place students in off-farm agricultural occupations	5 4 3 2 1
g)	ability to provide exploratory experiences	5 4 3 2 1

2. To have an appropriate teaching unit on supervised practice? 5 4 3 2 1

3. To develop reading material on supervised practice suitable

a)	for students?	5 4 3 2 1
b)	for parents?	5 4 3 2 1
c)	for other school personnel?	5 4 3 2 1

II. (a) How many class hours were devoted to systematic group instruction on supervised practice?_____

(b) How many class periods were provided for students to work out individual plans and analyze individual supervised practice records?

		1965-66	1966-67
a)	once/six weeks	____	____
b)	once/semester	____	____
c)	once/year	____	____
d)	other (please state)	____	____
	_____	____	____

III. How many off-farm agricultural businesses were contacted concerning work experience placements?_____

IV. On how many students do you have a completed survey of supervised practice opportunities at home?_____

V. What were the best things growing out of this Pilot Study?

VI. If one could start over on the project, what changes would you suggest?

1. On content covered?

2. On methods used?

APPENDIX C

Illustration of a Yearly Pattern of Teacher Activities Related to Supervised Practice

	J	J	A	S	O	N	D	J	F	M	A	M
1. Conferences with parents	x	x	x	x	x	x	x	x	x	x	x	x
2. Employment places - visits	x	x	x	x	x	x	x	x	x	x	x	x
3. Identify new work stations	x	x	x									
4. Survey home situations (Frosh.)	x	x	x									
5. Tour for parents and students to supervised practice	x	x	x									
6. Teach special unit on S. P.				x	x							
7. Provide class time for planning supervised practice programs				x	x	x	x	x	x	x	x	x
8. Class time for evaluating S. P.				x	x	x	x	x	x	x	x	x
9. Awards assembly												x
10. FFA Banquet - S. P. awards									x			
11. News articles on supervised practice	x			x			x			x		
12. Radio or T. V. on supervised practice					x							
13. Advisory Council Meeting on S. P.								x				
14. Orientation meetings for 8th grade												x
15. Parent meeting on supervised practice					x							

	J	J	A	S	O	N	D	J	F	M	A	M
16. Assist students to survey home opportunities				x								
17. Show students 35 mm slides of S. P.				x								
18. Show students FFA movie on S. P.					x							
19. Student field trip to S. P. program					x							
20. Provide classroom displays of S. P.				x	x	x	x	x	x	x	x	x
21. Organize FFA buying Co-op. for S. P.						x						
22. Organize FFA selling Co-op. for S. P.												x
23. Bring speakers on financing S. P. to FFA meeting or class (Banker, F.H.A.)												
24. Take colored slides of S. P. program	x	x	x	x	x	x	x	x	x	x	x	x
25. Produce a brochure on S. P. for parents, teachers, students	x	x	x									